

4 month reporting date 7/20/06
8 month reporting date 11/20/06
12 month completion date 3/20/07

Chester School District Improvement Plan/Progress Report Form

Principle One: General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:17:03. Annual report of children served. In its annual report of children served, the division shall indicate the number of children with disabilities receiving special education and related services on December 1 of that school year.

ARSD 24:05:24.01:01. Students with disabilities defined. Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or visual impairments including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services.

Through file review the monitoring team determined two students reported on the Chester Area School District 2004 child count did not meet the South Dakota eligibility guidelines for the disability category listed on the child count.

For one student identified under the disability category 560 the student's evaluation did not support the disability category. According to the South Dakota Eligibility Criteria a student can be identified under this category if the student meets at least six of the required characteristics with at least two of the characteristics from subdivision (1), one characteristic from subdivision (2), and one characteristic from subdivision (3). In the student's most recent evaluation report the student was diagnosed with Asperger Disorder and did not meet the above mentioned criteria. The student had a total of five characteristics identified; two in subdivision (1), none in subdivision (2), and two in subdivision (3). The evaluation results for this student could meet the eligibility criteria to support the disability category 505.

For one student who was identified on the 2004 child count under the disability category of 535 there was not sufficient evaluation to support this category. In the psychological report there was no evidence of gross or fine motor evaluations or adaptive behavior evaluations completed which is required to support the disability category of 535. The 2003 psychological report identifies there is a physical impairment and states the student qualified under the category 555 in the past and continues to qualify under the category 555. The evaluation completed on this student in 2003 is sufficiently comprehensive to support the 555 category. Through interview with staff the student does have a medical condition which may affect the performance in the general curriculum and had a full time aide for note taking assistance and extended time for assignments. But the evaluations conducted in 2003 do not support the disability category of 535.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district will report on annual child count only those students certified as a child in need of special education or special education with related services.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 The district will ensure all evaluations are sufficiently comprehensive to support the student's disability category.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will provide training to all special education staff conducting evaluations used for determining eligibility on the following subject: 1) Eligibility criteria and what evaluations are necessary for each disability category 2) Functional evaluation and how it relates to determining eligibility (how disability affects performance in the general curriculum) and how it is used to develop the Individualized Education Program.</p> <p>What data will be given to SEP to verify this objective? The district will report the following: A) Date the training was completed B) Assurance that all special education staff participated C) Name of the trainer</p>	8 15/06	Special Education Director and Special Education Teachers/therapists	(completed by SEP)

Please explain the data (4 month)

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<p>2. What will the district do to improve? The district will complete comprehensive evaluations/reevaluations ensuring eligibility guidelines are met when determining a student is eligible for special education or special education and related services. What data will be given to SEP to verify this objective? The district will review 100% of the files that occurred during each reporting period which required evaluation or reevaluation and will report the following:</p> <ul style="list-style-type: none"> A. The number of files reviewed B. The number of files in which the student was evaluated/reevaluated in all areas of suspected disability according to the SD eligibility guide. C. The number of students determined eligible. 	<p>3/20/07</p>	<p>Special Education Director and Special Education Teachers/ therapists</p>	
Please explain the data (4 month)			
Please explain the data (8 month)			
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Principle Five: Individualized Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, and as appropriate, the results of the student's performance on any general state or district-wide assessment programs. For each student beginning at age 16 or younger, if determined appropriate by the placement committee, a statement of the needed transition services, as defined in § 24:05:27:13.02, including postsecondary education, employment (including supported employment), adult services, independent living, or community participation.

In three of three transition files reviewed, a general or limited transition statement was provided in the present level of performance. Strengths and needs were not documented in all five areas of transition service areas.

In five of six files reviewed there was not a consistent clear link between goals, the strengths and needs listed on the present level of performance and the functional evaluation summary. For example, for one student the functional assessment indicated the student rushes through work; needs to work on basic math facts; whole number computation, adding, subtracting, multiplying and dividing fractions; and vocabulary. The present level of performance recognizes that the student rushes through work and needs to work on basic math. Then the student's only goal states "Student will demonstrate an improvement in attention to complete assignment." A second student's evaluation indicates the student is easily distracted, has difficulty in identifying pictures, colors, body parts, answering questions, naming objects, dressing, toileting, fine motor, memory and perceptual discrimination. This student's only two goals are, "Student will copy a given picture, letter, number, and first and last name." and "Student will answer wh-questions to recall details and tell events." A third student's present level of performance indicates the student has weaknesses in memory skill, comprehension, organizing thoughts for writing and explaining his answers clearly. Two of the three goals for this student do no link to the present level of performance in that they address the areas of math and writing with sentence structure, grammar and spelling. In a fourth student's file only 2 of the 6 goals link to the present level of performance.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures Individualized Education Programs contain all required content

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district ensures the strengths and needs identified on the present level of performance link to evaluation and are used to develop the Individualized Education Program.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will provide training to all special education staff in the following areas: 1) Linking skill based strengths and needs from evaluation report summaries to present level of performance and 2) Linking goals and objectives to present level of performance 3) Linking transition evaluation in all five areas to the present level of performance</p> <p>What data will be given to SEP to verify this objective? The district will report the following: A. Date the training was completed B. Assurance that all special education staff participated C. Name of the trainer</p>	8 15/06	Special Education Director and Special Education Teachers/therapists	(completed by SEP)
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<p>2. What will the district do to improve?</p> <p>The district will evaluate in all five areas of transition prior to a student turning 16 years old or younger if the IEP team deems necessary, and then transfer transition strengths and needs from the evaluation results in all five areas into the present level of performance which will be used to develop the IEP.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will review 100% of the files during each reporting period which required transition evaluation or reevaluation and will report the following:</p> <ul style="list-style-type: none"> A. The number of files reviewed B. The number of files in which the student was evaluated/reevaluated in all five areas of transition, including functional. C. The number of files in which there was a direct link between the strengths and needs identified in the evaluation summary and the present level of performance. 	3/20/07	Special Education Director and Special Education Teachers/ therapists	
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<p>3. What will the district do to improve? The district will conduct functional evaluation in the area of the disability and summarize the results into a report form which will be used to develop the Individualized Education Program, ensuring there is a direct link between strengths and needs identified in the functional report and the present level of performance and the goals and objectives.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of the files that occurred during each reporting period in which evaluation or reevaluation were conducted and will report the following:</p> <ul style="list-style-type: none"> A. The number of files reviewed B. The number of files in which there was a direct link between the strengths and needs identified in the evaluation summary and the present level of performance C. The number of files in which the goals and objectives link directly to the present level of performance. 	<p>3/20/07</p>	<p>Special Education Director and Special Education Teachers/ Therapists</p>	
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